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ABSTRACT

Tewksbury High School, Massachusetts, solved overcrowding problems by rearranging its school day. The continuous school day devised to solve this overcrowding is a double overlap schedule under which seniors attend school from 7:30 a.m. to noon; juniors from approximately 9:30 to 2:50 p.m.; and sophomores from noon to 4:54 p.m. Under this plan, no more than 943 students at a time are in the building, which has a housing limitation of 1,000 students. Teachers' schedules are staggered and overlap those of the students. The new scheduling has not only solved the overcrowded situation, but has also allowed the school to move from about 90 course offerings to 183. An evaluation of the program after three quarters of a year of operation, including a survey of teacher and student attitudes toward the new system, is included in the report. (Dittoed material may reproduce poorly.) (Author/JF)

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[Feb 73]

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Tewksbury's Plan:
The Continuous School Day

By

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The Challenge

Tewksbury Memorial High School on August 24, 1970, was a high school that offered approximately 90 different course titles for grades 10 through 12 with a student enrollment of 1,296 in a building designed for a capacity of 1,000 students. Through the work of Doctor Farley, Assistant Superintendent of Schools in charge of curriculum, and Mr. Wynn, Superintendent of Schools, Tewksbury High allocated eight curriculum workshops. The curriculum workshops directed by Mr. McGowan, principal of the High School, and the rest of the administrative team was charged with the responsibility and implementation of new and revised course offerings, course titles, and to improve generally all areas. Little or no mention was made of the restrictions placed on us by the overcrowded conditions. A workshop outline was sent to every department chairman asking them to state the proposed goal, procedure to be followed, to attain their stated goals, the listing of materials and/or resources needed, proposed areas of responsibility for each member of the department.

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The following, then, is a list of stated goals of each of the departments in their pursuit of curriculum revision.

English--To evaluate the present curriculum, to explore elective courses in other high schools with a view of introducing such courses in grade 12, the five years projection being that of full implementation of an elective and/or unit approach. It was noted that there was unanimous enthusiasm for consideration of an elective program.

Business Education--The proposed goal was a revision and an updating of the course of study and a further study of the standardization of grading in skill subjects. Procedures to be followed were being considered and implemented with follow-up questionnaires to graduates.

Home Economics--The elimination of a present two-day week courses. The extension to a five-day week program to every home economics student and the beginning of a sequential program with related subjects.

Art--This program had very similar objectives to the home economics department.

Industrial Art--This program revision not only suggested the increasing of the program to five times a week but introduced a team teaching approach

in the general industrial arts area. Electives were also to be considered.

Mathematics--This department proposed to re-evaluate and update curriculum, re-evaluate course grade prerequisites, and evaluate the present textbooks and alternatives to them.

Science--This department was interested in evaluating Level 5, our lowest level Biology program, and also was interested in electives in the science areas. Modern Science, our Level 4 program, also came under scrutiny.

Language--The language program, dissatisfied with the present audio-lingual approach, was interested in trying to broaden the language to include more than just the elite in their program. The possibility of a two-tract approach was being investigated.

Guidance--This department is concerning itself with the re-evaluation of the guidance services in relationship to the changing of students, school, and community needs.

Physical Education--This department was interested in a coordinate K-12 program. Expansion of the recreational facilities, the present being totally inadequate was also being investigated.

Social Studies--This department was investigating the possibility of expanding the inquiry learning method as well as the present grading system. It also was evaluating relative elective programs.

All and all, then, the challenge no longer centered on the overcrowded conditions but on a plan to improve curriculum. With an improvement of curriculum, hopefully, the administrative team could, in fact, create or devise a scheduling system that could incorporate the majority of the aims and objectives of each of the high school departments.

As the workshops proceeded, the administrative team was in constant contact with the department chairman for periodic meetings to discuss potential problems in areas of concern affecting the achievement of desired workshop goals. As the workshops were in progress, meetings were held with the administration and department chairman discussing plans for the coming school year--learning and relearning different scheduling techniques, and the sending out of materials to each department concerning such things as "Things to remember about scheduling." This material was not to be used as a restrictive outline but more as a foundation for future faculty-administrative discussions concerning the implementation

of the ultimate program. The challenge, then, was not how to house the incoming 1,377 students in a building with the capacity of 1,000 but a greater challenge to reflect the feelings of each department in terms of where they are, where do they see themselves going, and how to adapt their needs into a schedule. In essence, a year to year plan was needed for a five year period.

The Students' Role in the Challenge

In September of 1970, under the direction of an administrative team, the formation of a student group known as JUDI (Join Us In Doing It) was established. Its express purpose was to assist any individual in the community as well as in the school in whatever way they would be beneficial to that individual. Another function of JUDI was to ascertain student needs. This student organization was made up of anyone interested in helping people. The methods employed to implement the goals of JUDI would be many and varied, such as surveys, observations, visitations, bike-a-thons, walk-a-thons, reading to the blind, any and all things.

The first committee organized in September, 1970, under JUDI concerned itself with ascertaining through the survey method what other

schools in the state of Massachusetts were doing related to curriculum, open campus, and the like. It was decided that the findings of this JUDI survey would be presented to the student council which was recognized as the accepted government for the students in the high school. The student council would, in fact, vote on specific recommendations from JUDI when dealing specifically with student needs. The high school administration would ascertain if, in fact, it affected school committee policy. The high school administration would then pass it on to the superintendent. The reason that JUDI is mentioned at this point is because of the fact that JUDI had a great bearing in terms of curriculum revision through its survey. JUDI concerned itself in this one project with finding out how Tewksbury High School is in relationship to at least 68 other high schools in Massachusetts, in relationship to student council, school committee, student lounges, open campus, study halls, student court, clubs, after school supervision, faculty, utilization, funding of organizations, and student salaries. If the departments were working on curriculum, members of JUDI were working on areas that may affect curriculum or that may be incorporated as part of the curriculum.

Therefore, the faculty, administration, and student body was concerned with curriculum revision and ultimately to scheduling. The administration was committed to build the schedule around the curriculum and then and only then concern itself with overcrowding.

The Town and The Challenge

In October of 1966, John Marshall, educational consultant from Belmont, Massachusetts, was given the task of projecting school building needs for the Town of Tewksbury. At that time, it was noted that the senior high school grades 10 through 12 had a total enrollment of 866, that the town's population had doubled in the previous ten years, and that the school enrollment had grown even faster. The report stated that the population growth averaged, "More than 1,000 from 1955-1960." Based on these and other projection figures related to long-range pupil enrollment in the Tewksbury High School, it was estimated that in 1975 that a new high school, grades 9 through 12, would be needed to house just under 2,500 students. It is interesting to note that in 1970-1971 that Doctor Marshall's figure was approximately 1,300 students, grades 10 through 12, and the projected enrollment based on our tallies for

September, 1971, is 1,356 students. The town, then and now, is confronted with a school that is not designed to meet the student population projected for 1975. Mr. Wynn, Superintendent of Schools, along with his administrative staff has made this abundantly clear every step of the way since 1966. This year at Tewksbury town meetings, a warrant requesting that the investigation of the purchasing of special land as a potential building site for a new high school, grades 9 through 12, and the establishment of a school planning committee was passed. Certain funds were also allocated for architectural drawings of a multi-story high school building. Doctor Marshall, with the help of the high school administration, has held meetings to discuss teacher needs in the building of a new high school. The Town of Tewksbury, then, has gone on record through its town meeting as recognizing the need of a new high school. It has charged the high school administration and the district administration with the task of providing and maintaining quality education during the interim period. The school committee representing the community recognizing the need for surmounting the growing student population and maintaining a good, well-rounded education asked the administration to

evaluate any system that would maintain quality education during this interim period.

Action

A curriculum council was established under the direction of Mr. McGowan and was used as a sounding board to review and make comment on curriculum changes. This curriculum council was an ever-changing council bringing in students, teachers, administrators, and parents to react and make suggested recommendations to the administration. As a direct result of specific recommendations to the council and with the help of Mr. Frank Sheehan, Director of Guidance, and Mr. Joseph Crotty, Assistant Principal, under the direction of Mr. William DeGregorio, a master scheduling board was readied. This scheduling board was placed in Mr. DeGregorio's office for everyone to see. It was designed so that every teacher, if and when their assignments were used by their department chairman, they could actually see it placed on this master scheduling board and review it. Every teacher, department chairman, and administrator was given the opportunity to ask questions about scheduling and upon receiving information make certain recommendations that would better the schedule when

it was determined.

As a direct result of the workshops, the English Department along with the other departments devised a student questionnaire that was reviewed by a student representative elected by the student body and given the title of "Student Curriculum Coordinator." This tentative course survey was distributed to all junior students on February 3, 1971. It stated on the title page that, "The following pages represent the work of the high school faculty. It is, therefore, very important that you take time to review the material prior to any course selections. Courses for next year will be based on your selection today. Please be careful and review all course offerings and question your teacher if you are not sure." The reason that only junior students were surveyed was a direct result of the workshops. It was stated that the majority of the workshop reports that the student elective program should go into effect for the twelfth grade student with minimal electives for the sophomore and junior class. The twelfth grade electives would be the first phase of an overall potential curriculum revision but that the decision to expand or curtail electives would be based on the success or failure

after evaluation of the senior class at the end of 1972. Thirty-one English electives, all of half-year duration, were listed. The English Department committed themselves to a full half-year elective program in the senior year. Some of the courses listed in the survey were Modern Music: Poetry Today, Laughter: The Best Medicine, Humor in America, Supernatural Gothic and Science Fiction, Mythology, the Short Story, 20th Century Novel, Existentialism, Writing Seminar, Satire, and others.

The Social Studies Department, as a direct result of their workshop meetings, felt that certain half-year electives should be offered in the senior year, that the topics should be as relevant to the student's understanding of himself and his place in society as possible. Some of the half-year course titles listed in the survey to the students were Crime and Drugs, Sociology, Abnormal and Child Psychology, the Sensational 60's, Black Studies, American Newspaper, Stock Market, Behavioral Science, American Civil War, Analytical Geometry, Trigonometry, and others. There were a total of 30 possible selections.

The third section of the student course selection survey concerned itself with all of the other department half-year and full year electives.

Some of those that were listed were Consumer Buying, Making Your Own Trousseau, Advertising and Design, Graphics, Electronics, Human Systems, Ecology, the History of Jazz, and the History of Broadway.

The fourth section of the student selection survey concerned itself with full year electives some of which include Arts and Crafts, Art II, Advanced Math IV, Data Processing, Physiology, and others. The teachers were to answer any and all questions concerning the courses the workshop had produced in many of the department's tentative course descriptions. As a direct result of the survey, we found that the most popular courses in English was Preparation for College Testing, Modern Music: Poetry Today, Laughter: The Best Medicine, Throw Away Literature, Existentialism, and Satire. The most popular social studies courses were Crime and Drugs, Abnormal and Child Psychology, the Sensational 60's, Violence in America, and Behavioral Science. Of the other courses the survey showed that Ecology, Human Systems, Sculpture, Child Development, Experimental Foods, Trigonometry, and History of Jazz were the most popular. The rest of the survey supported that Psychology was the most desirable course. With the result of this survey and with the past discussions

held in six previous workshops under the direction of every department chairman, each department decided the number of electives that they would offer the student body and began work on projected numbers of enrollment in each and every course that came under their department jurisdiction.

As a direct result of these workshops and because of frequent conferences with the high school administration, other ideas were put forth. Suggestions were made for mini-courses or as we call them in Tewksbury micro-do's. These micro-do's were defined as courses of a ten-week duration; made up of non-graded mixed groups; no credit or grades would be granted; a mutual experience between teacher and student; oriented toward interest and experience; they would be elective on the part of both student and teacher; the direction of the experience would be mutually decided by the teacher and the group of students.

Resource centers in guidance and English were also recommended. These centers would be places for students to work either on their own or under the direction of a teacher assigned to help. This gave rise to the possibility of incorporating independent study as well as providing academic counseling to students who desired such service.

The Master Schedule

In the 1970-1971 school year, the school day was made up of seven periods of approximately 45-minute duration. Each room was utilized to the fullest extent possible. The auditorium stage was being utilized for a Latin I class. Study halls were held in the cafeteria and the auditorium. The average study hall exceeded 200 students. There was no question that the present schedule could not implement the new and revised curricula designed by each department. The high school administration looked into different scheduling vehicles to implement the new revised program. The projected student enrollment based on the course interest survey and the increase number of students for the entering sophomore class necessitated the administration to plan for approximately 342 sections. The approximate 90 course titles increased to 163 various course titles. Superintendent Wynn, through his task force meetings with elementary and secondary school administrators, discussed alternative scheduling plans. One plan that the high school administration felt feasible after extensive research was a continuous school day. It was felt that if we could schedule 13 periods varying in time from 42-45

minutes, the schedule would allow students to come in three shifts by grade; the seniors would begin at 7:30 and leave at 12:00 (noon), the sophomores coming in at 12:00 (noon) and leaving at ⁴12:54, and juniors coming in the middle shift from 9:45-2:48. By this method, the high school administration felt that it could still be within its housing limitations of 1,000 students since at any one time no more than 943 students would be in the building. The teacher assignment would be staggered in the starting and departing time. Senior and junior teachers would begin work at 7:15 and end on or about 1:40. The junior-sophomore teachers would begin at 11:00 and end on or about 5:10, and those teachers that overlap junior-sophomore classes would be coming in at approximately 9:30 and ending their day at 3:45. The high school administration felt that this continuous school day afforded us greater teacher density, greater room density, and greater student density. A student who so desires could, in effect, take 13 periods of classes. This plan also will give us the opportunity to evaluate the pros and cons of a projected housing plan for the new high school. So, at this point, it must be stated again that the continuous school day was devised because of

the teachers, students, and community desires to improve and revise the curricula offered at Tewksbury High School.

Preliminary to Student Sign-up

The department chairman had several meetings between February 3 and February 26. These meetings discussed the basic information concerning scheduling. Discussions were held with Mr. DeGregorio and the department chairman concerning strengths of each teacher and what position in a continuous school day that teacher should hold--would he be primarily a junior-senior teacher or a sophomore-junior teacher. Other topics concerned itself with the relationship of singletons to other subject areas in terms of positioning in the master schedule; teacher and room density; school restrictions on availability of teacher's meetings at the same period; elective limitations (number per student), special priorities, teaming, and course priorities. Each department, then, were assisted in constructing a mini-master schedule for his or her department. Upon the completion of department scheduling, a conference was held once again on an individual basis with the department chairman and Mr. DeGregorio to evaluate, position, re-evaluate, and

position again courses and class assignments for every teacher in that department on the master scheduling board. Mr. Sheehan, Director of Guidance, Mr. DeGregorio, and Mr. Crotty, Assistant Principal, then devised an overall master schedule based on projected figures. This schedule was then duplicated and included in a curriculum guide. Through the efforts of Mr. John Ryan, business manager for Tewksbury, supplies and secretarial help were provided in order to reproduce a student curriculum guide for Tewksbury High School. The guide included:

- (1) descriptive paragraph for every course
- (2) suggested prerequisite courses
- (3) suggesting recommended grades
- (4) the projected master schedule
- (5) a guide to reading course selection numbers (it should be noted here that all course numbers had three digits--the first digit representing departmenting, the second digit representing grade level, and the third digit representing course level).

- (6) a letter from Mrs. Ruth Sutton, director of food service, which pointed out the proposed plan to provide a brunch in the morning, a lunch in mid-afternoon, and a snack in the later afternoon
- (7) a letter from the principal
- (8) a course selection sheet

Members of the student body under the direction of Jan Watson, student curriculum coordinator, compiled the curriculum guide and set up an orientation program for the students concerning the new continuous school day for September, 1971. Two 90-minute assemblies were held in early March for the juniors entering their senior year and for the sophomores entering their junior year. In the assembly, the student curriculum guides were distributed and presentations were made by the assistant principals, the guidance director, the student representatives, and the department chairman. The students were told, at that time, that they would be allowed to schedule themselves. The student curriculum coordinator demonstrated the technique of self-scheduling. A similar procedure was held two days following at the junior high school with one exception,

the junior high school student was not given a projected master schedule to schedule himself.

Student Sign-up

On March 18, the students reported to their regularly scheduled classes. Each teacher discussed for a full period with their students the course offerings in their subject area. The teacher then met with each student and advised him as to a suitable selection. The student had with him a student selection sheet that included a copy of his report card. These sheets were worked out in conjunction with Wes Caldwell of Educators Consultant Service Incorporated. If the student and the teacher did not agree about a course selection, a note was made by the teacher in pencil at the bottom of the student selection sheet. At the end of the regularly scheduled day, all students reported to their homeroom and returned their selection sheets to the homeroom teacher. The guidance office, the following day, March 18, began to review absentee schedules and those schedules under question. Students had the opportunity to confer with guidance counselors for a period of one month. The master schedule was recorded and the student selection sheets updated and sent

to the Educators Consultant Service on May 21.

Involvement

It was quite evident that problems would arise in many areas unless a concerted effort to anticipate potential problems was made. The Curriculum--Continuous School Day Council, was meeting periodically. Evaluation, action, and re-evaluation was the key note of this Council. The involvement of the community, the student body, faculty, and administration to bring forth a team effort was also a goal. No one person would be responsible for making the entire decision. Elements of any individual recommendations were included in the final recommendations concerning any and all areas.

The student at Tewksbury has not had the opportunity to work with counselors to the extent that he or she desired because of high counselor-student ratio. The guidance team was interested in a pupil-personnel approach. Budgetary limitations limited the amount of counseling service available to the student. It was recommended that each student be assigned an academic counselor as opposed to a homeroom teacher. This would mean that each teacher would have approximately 25 students he or

she would advise during a free half-period (22 minutes). Each teacher would have five teaching assignments; one duty assignment or micro-do, one preparation period, half a period for lunch, and half a period to work with an individual or a group. It was felt that this would lay the foundation for joint efforts on behalf of the student from both the guidance counselor's point of view and the teacher's point of view. Academic counseling will be a reality in September of 1971.

Students living up to the ideals of JUDI volunteered to take part in a student-teaching program. Any senior who desired could leave the school after his sixth period to work with elementary school perceptually and/or motor-handicapped individuals, attempting to re-enforce the classroom teacher's efforts in helping the student achieve. Miss Libby Gaffney, a teacher, will be working with this pilot project in student-teaching. Service involvement will be a reality in September of 1971.

Every English teacher will be assigned to the Resource Center for one full period in lieu of a duty assignment. The purpose of the Resource Center is to involve students on a one-to-one basis with English teachers. Each English teacher will be assigned 100 English students. It will be

the teacher's responsibility to consult with their students individually, periodically to review grades, to tutor, to make comments to the guidance personnel, and to generally upgrade each student to his potential in the communicative skills. The Resource Center will be a reality in September of 1971.

Varsity sports under the Tewksbury Continuous School Day was not designed to exclude the sophomore from participation nor did it want to bring in athletes during the junior time segment. It was recommended, therefore, that while the sophomore was participating in his athletic program, he would be in the junior time segment, and when he was not participating, he would then be reverted to his original sophomore segment. This tentatively insures the maintenance of a potential house plan. Sophomore athletic participation will be a reality in September of 1971.

The Tewksbury Continuous School Day allows all seniors the opportunity to participate in gainful employment because of the time that they are released at the end of their senior time segment (12:00-12:42 they have the opportunity to elect beyond this time span). Since the Tewksbury

community depends on their youth to earn money to assist them in post-high school education, this may encourage more individuals to participate in a post-secondary high school education. Time for employment will be a reality in September of 1971.

The administration is currently working on a handbook for the high school teachers as well as maintaining the Curriculum--Continuous School Day Council, as an on-going watch dog committee. Both these moves we hope will establish uniformity in approach to the program and the opportunity for change if the program is not successful. The teacher's handbook and the Continuous School Day Council will continue to be a reality in September of 1971.

The JUDI group has already experimented with a non-restricted use of free time project. The program offered the student four alternatives for a study hall. Quiet study hall, talk hall or commons, outside area, and the library. The project approved by the school committee has pointed out that greater control and supervision is necessary on the student's part as well as the faculty's part in order to make this program successful. Teachers voted in favor of the continuation of this program but

with stronger restrictions for the September, 1971 school year. A more successful project will be a reality in September of 1971.

Mr. McGowan along with Mr. DeGregorio has given talks to the Rotary, the Lions, and other sundry associations not only to tell them what we are doing but to solicit their help. At the last Curriculum--Continuous School Day meeting on June 23, not only bussing of students was discussed but how to involve greater participation of the community in the learning process. Members of the committee are presently working on soliciting community members to volunteer to give a micro-do programs during our school day for a ten-week period of time. Thus far, our teachers have volunteered to give micro-dos in philosophy, genetics, morse code, radio service, integrated circuits, chess, guns and hunting, making your own museum, coins, stamps, tracing your family tree, and art work shop. The Curriculum--Continuous School Day Council will be soliciting local police, coast guard, and parents for anything they can contribute to the micro-do program. As you can see, there is involvement. We think this involvement is a key note to the success of the Tewksbury Plan. Micro-dos are a reality for September of 1971.

First and Second Run Master Schedule

The first run of the master ~~schedule~~ ~~proves~~ ~~successful~~ as far as the administration is concerned. There were 883 perfectly scheduled, 465 partially scheduled with 1/13 of the total student body being irresoluble, and 50 sections closed. The projected master schedule worked with few minor changes and reallocation of sections. Most of the irresoluble conflicts were handled with individual sessions in June, 1971. With the use of alternatives such as mixing grade levels in the physical education area and the elimination of sex balance, the second run should be near perfect. The following is the high school tallies for 1970 and 1971.

TEWKSBURY MEMORIAL HIGH SCHOOL

	<u>1970</u>	<u>1971</u>
ENGLISH	1403	1786
SOCIAL STUDIES	1293	1611
LANGUAGES	460	517
MATHEMATICS	963	1051
SCIENCE	1079	1115
BUSINESS	992	988
INDUSTRIAL ARTS	395	355

	<u>1970</u>	<u>1971</u>
HOME ECONOMICS	162	191
ART	222	281
MUSIC	50	135
PHYSICAL EDUCATION	<u>1280</u>	<u>1322</u>
TOTALS	1296	1356

The English tally was attained for 1971 by adding two half-year courses together and counting them as one full course. This, we felt, made the English figure more realistic. It is estimated that approximately 90 students, because of the 12th grade elective program, have taken an extra half-year of English (three half-year English courses opposed to one full year course for 1970). Industrial arts, home economics, and art did not change appreciably, but the reader should note that the 1970 figures reflected some courses that were meeting only two times a week. All courses in September of 1971 will meet five days a week for a full or half-year, (exceptions: physical education, driver education, chorus, and music theory). The music program jumped appreciably because of the introduction of relevant courses such as the History of Jazz and the

THE CONTINUOUS SCHOOL DAY MAXIMUM EDUCATION

THE PECKSBURY PLAN

(Analysis after 3/4 of the first year)

May 18, 1972

William J. DeGregorio
Assistant Principal
Curriculum Coordinator

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ATTENDANCE

During the first two marking periods of the 1971-1972 school year, the Continuous School Day was in operation without home rooms. The first few minutes of the first periods that the students entered the school were used to take attendance--period 1 for the seniors, period 4 for the juniors, and period 7 for the sophomores. There were many difficulties incurred by this method of attendance keeping. Mixed classes in periods 4 and 7 (period 4, juniors & seniors being mixed; period 7, sophomores and juniors being mixed.) A teacher entering a 4th period class would take attendance for only the juniors present, even though there were seniors in that class. It was noted that this caused a poor reporting of absenteeism.

When the absentee slips were sent down to the main office to collate for the printing of absentee lists, time was needed to break down the student's names in alphabetical order for the reproduction and delivery to the teachers. This time caused a delay in reproducing the lists (although the delay still exists in our present system, minus the problem of alphabetizing.)

The distribution of materials noting the days' and weeks' activities was very difficult to maintain and distribute without home rooms. Prime example would be the distributing of report cards. Morning announcements, rather than being made during a non-teaching period, had to be made during a class period, thereby taking away valuable teaching time.

At the beginning of the 3rd marking period, recognizing the above mentioned difficulties, home rooms were formulated. At this point, it was felt that a comparison of the attendance during the 3rd marking period of 1971 with the 3rd marking period of 1972, would be most valid. The following, therefore, is a chart depicting the attendance of the 3rd marking period of 1971-1972.

<u>1971</u>		<u>1972</u>	
10th Grade	88%	10th Grade	84%
11th Grade	87%	11th Grade	80%
12th Grade	81%	12th Grade	81%
85.4		81.7	

One must note that the total attending the Tewksbury Memorial High School in 1971 during the 3rd marking period was 85.4% of the total members of the class. In 1972 that figure dropped 3.7% to a total figure of 81.7%. An informal check with other schools in our area has brought about a similar attendance record. It is interesting to note that the two areas of lowest decrease in attendance, are the time spans that were not previously incorporated in 1971. The seniors coming to school from 7:30 to 12:00 have actually maintained their attendance rate, making the one field that maybe the time span as well as the courses could be variables in holding the attendance at 81%. The Data Processing Department reported that approximately 85% of the seniors were in attendance during the 2nd marking period. The sophomore's time

ATTENDANCE--2

span from 12:00 to 4:59 showed the 2nd lowest decrease in attendance, that being .84% as opposed to 88%. Again, variables of time and courses must be considered to directly evaluate the meaning of the percentage drop. The 11th grade, which has a time span of 9:45 to 2:48 demonstrated the highest decrease in attendance, that being 7%. Two areas must be considered here, one being that the junior homerooms, because of teacher availability, is scheduled 3 periods after they arrive at school. It is at that precise time that the senior busses are leaving the campus bringing the seniors home. The bus routes are the same for all 3 grades, therefore, the temptation not to report to home room and/or to leave the campus early may be contributing factors to the 7% decrease in attendance.

The possibility exists that a 3.7% decrease in attendance for the 3rd marking period for 1972 as compared to 1971 is still within the range of the total decreases in other schools in this area. No statistics, evidence or data is available to confirm or deny this contention. We must then consider that on any one day of the Continuous School Day, there is a potentiality of 248 students absent out of a total enrollment of 1350. This is a total increase of 64 absentees per day over last years average of 184 absentees per day, during the 3rd marking period.

There is a definite feeling among the staff and administrators that this figure can be brought close to the 85% or 88% attendance mark if attendance clerk(s) could call daily each absentee and if/or some system of absenteeism and grading could be related.

GRADES

HYPOTHESES: That the Continuous School Day, which has afforded us and increase in the total number of course offerings, and has afforded us a more homogeneous group in each class, and has afforded us a low number of pupils in each class, will bring about a decrease in the number of failures during the first marking period of 1971 as compared to the first marking period of 1970.

FINDINGS: The total number of grades issued in November of 1970 was 7,962, the total number of grades issued in 1971 was 7,818. The number of A's in 1971 equals 1,054, the number of A's in 1970 was 1,042, an increase of 12 A's in 1971. The number of B's in 1971 was 2,414, the number of B's in 1970 was 2,593, a decrease in 1971 of 179 B's. This points out that the number of A's and B's combined during 1971 has decreased 169. Keep in mind that there is only a total decrease in the number of grades of 144 between 1970 and 1971. The number of C's in 1971 was 2,206 and 1970-2,373, or 167 less C's in 1971. In 1970 there were 1,027 D's and 999 D's in 1971, a decrease of 28 in 1971. In 1970 there were 649 E's and an increase in 1971 of 63 E's, to a total of 712. It is interesting to note here that the total number of D's and E's in 1971 was 1611, and the number of D's and E's in 1970 was 1,676, or an increase in D's and E's in 1971 of 65. It is interesting to note in the year 1971 there is an introduction of "satisfactory" and "unsatisfactory" grades. There were 163 satisfactory grades recorded and 37 unsatisfactory grades recorded. This variable must be kept in the over-all picture. In 1971 there were 114 "incomplete" and 86 "no grades" for a total of 200. In 1970 it was a combined total of 278 incomplete and other grades.

2-- GRADES--2

CONCLUSION

From the statistics presented above, it seems evident that there was no appreciable difference in grade distribution in November 1970 as compared with November of 1971. Other variables must be considered as to the success or failure of the Continuous School Day. The Hypothesis as presented is incorrect.

RANDOM CHECK

Department Chairmen gave me a list of student's names selected by their teachers. The students were praised by their last year's teacher as being average, above average and below average in their subject area. With these names, I proceeded to check the files, to ascertain if the students were maintaining their last year's average in this year's classes. We investigated only the Junior year student because it was felt that their time span, being in the middle of the day, would closely approximate their time span during 1970-1971. The sample was obviously too small to come up with any acceptable conclusions.

It should be noted, however, that those students sampled showed no appreciable difference in grades. This tends to support the statistical evidence presented in proving or disproving the previous hypothesis.

ENGLISH RESOURCE CENTER

The English Resource Center came about because of the room made available by the Continuous School Day Program. We have scheduled each English teacher in a period (1-13) as advisors. The English Resource Center's main purpose is to serve students on an informal or small group basis for either remedial or enrichment programs. The room is also designed for conferences, tutoring, advice or conversation. Books, games, activities, reading machines, viewers and records were all made available.

The week of April 27th through May 4th, was a week designed to obtain information concerning the use of the English Resource Center. The survey revealed that the approximate number of students utilizing the English Resource Center was 50 per day. The Juniors and Seniors seem to utilize the Center in greater numbers during periods 4-5. The students tend to work on assigned vocabulary materials. Other reasons stated by the student for attending the Resource Center were:

1. To make up tests and class work.
2. To have teachers tutor them.
3. To work on project plans.
4. To have teacher-student conferences.
5. To use reference material.
6. To read newspapers, magazines, short stories, novels.
7. To have somewhere to go to talk with a fellow student.

Teachers recorded on the average from 2-17 conferences per day. (Staff of approximately 11 English teachers.) The subjects actually discussed concern class work and in some cases, help students with reading, composition and projects.

During this period of time there were several conferences in the Resource Center with the Department Chairmen and many others with fellow faculty members. The subjects that were discussed in the conferences were: Field trips, student schedules, films for courses and the curriculum guides, among other things. It is very significant to note here that the survey pointed out that administrators very, very rarely held conferences with teachers or students in the Resource Center. They do stop and chat with teachers, students and Department Chairmen, but very rarely does the subject matter concern any Administrative area. The survey pointed out that dictionaries were used very frequently in the Resource Center and vocabulary materials and reading materials were in constant use. Not frequently used, but available, were reading machines, --"Accelerators and Language Masters," and a record player.

During the week of the survey, 4 peer-group teaching experiences occurred. The students did comment that they did like the informal use of materials and the opportunity to talk to the faculty, but felt that many students in the school were still unaware of the counseling, tutoring and materials available in the Resource Center.

It must be noted here that we have noticed a tremendous increase in the use of the Resource Center from the first semester, or the beginning of the school year. Our main objective is to continue to help the students recognize the reason for the English Resource Center. We feel that it is a great success thus far.

GUIDANCE RESOURCE CENTER

The main purpose of the Guidance Resource Center was to increase group counseling, establish a regular place for college seminars, have an office available for job interviews and to encourage independent study as well as project activities.

It must be mentioned here also that the Guidance Resource Center has become an area to be utilized for Department Chairmen meetings, administrative meetings, and the like.

The following, then, is an evaluation done by the Guidance Staff and should be taken as their impression of the effects that the Guidance Resource Center has had on them as well as students:

"Subject: Evaluation of Guidance Resource Center.

The evaluation will be in terms of whether or not, or to what degree, the Center filled the goals that were set up by the Department.

a. To Increase Group Counseling

It is the feeling that this goal is still valid but perhaps not enough work was done in this area. Some group counseling did take place and the counselors do intend to further this objective.

b. College Seminars

Prior to the opening of the resource center, college conferences were held throughout the building and in many cases this resulted in confusion and embarrassment for all concerned. This year all conferences were held in the center with a great deal more organization and much better results.

c. Job Interviews

This is an area where we know that in the future, with the addition of distributive education and an overall work study plan, the center will be used to a great degree in being a place where job interviews can take place.

d. Independent Study

As we stated in the goal, the center was designed to be used with reading stations in the future. We hope to get the hardware as soon as possible.

e. Project Activities

The center has become the meeting place for most of the school's organizations. These range from student groups to top administration meetings. This has worked extremely well.

This brief evaluation was completed with the help and comments of students, teachers and the guidance staff. We fully realize that the guidance center is a place to grow and that many new ideas are still to come so that the center will reach its full potential."

CLASS SIZE, NON-SPECIALIZED CLASS BREAKDOWN, COMPARISON OF 1970-1971, 1971-1972

The implementation of the Continuous School Day that took effect in September of 1971, did not require the hiring of many new teachers. The increased enrollment would require the hiring of one English teacher and one combination Math and Science teacher. In order to open up the number of elective areas, an Art and Homemaking teacher were hired. With this in mind, then, one should refer to the chart of class size.

The chart points out to the reader that in 1970-1971, there were 13 classes from 0-15, 80 classes from 16-24, 86 classes from 25-30, and 18 classes of 31-35 students. During 1971-1972, when the Continuous School Day began, we increased to 27 classes between 0-15, 81 classes between 16-24, 82 classes between 25-30, which is a drop of 4, and 15 classes between 31-35, which is a drop of 3. It must be noted here that 90 of our Seniors requested a 3rd semester of English beyond the required 2 semesters.

In a survey conducted by the English Department, 330 seniors, out of a class of 407, responded, (81% of the senior class.) 7.2% were not enrolled in their first choice English class. 4.5% had voluntarily assigned themselves into a second choice, and only 2.7% had been excluded from their second choice because of scheduling difficulties. The Continuous School Day allowed us to offer an expanded English program, of which 92.8% of the seniors surveyed were enrolled in their first choice English course.

Class size in special areas such as: Industrial Arts, Homemaking, Art, and Music, were kept well within working class size to bring about effective individualized instruction. One must note that prior to the Continuous School Day, specialized courses were meeting twice a week because of space limitations. They are presently all meeting 5 times a week.

NON-SPECIALIZED COURSE BREAKDOWN (APPROXIMATE)

9/15/71

SUBJECT	0-15	16-24	25-30	31-35	NOTES
1971-1972 ENGLISH	4	7	36	7	
1970-1971	0	18	28	5	
1971-1972 SOCIAL STUDIES	7	10	25	2	
1970-1971	3	13	20	6	
1971-1972 MATH	3	27	7	0	
1970-1971	2	22	13	2	
1971-1972 SCIENCE	7	25	10	4	
1970-1971	2	15	21	4	
1971-1972 LANGUAGE	6	12	4	2	
1970-1971	7	12	4	1	
1971-1972	27	61	82	* 15	
1970-1971	13	80	66	18	

* Most of these classes have been cut down in size. We approximate 6 remaining with 9 moved to the 25-30 range.

SURVEY CONCERNING NEGATIVE ASPECTS OF THE 1971-1972 SCHOOL YEAR.

During the early months of the 1971-1972 school year, the Continuous School Day Council has several meetings. At each one of these meetings, the primary concern was the proper evaluation of the Continuous School Day. It was decided at one of these meetings, that one aspect of the evaluation should concern itself with teachers.

A standard form was sent out to the teachers on January 18. After an introductory paragraph, the following statement appeared: "...Please take a minute or two during this Workshop Day to fill out this form. Your name and department are not necessary, but would be helpful. Check if this is your first year teaching in Taunton--comments on the Continuous School Day." As a direct result of this survey, 46 members of a staff of approximately 65 sent in their returns. Assumptions could be made about the 19 that did not return, anywhere from the point that they were disinterested or they had no burning issues concerning the Continuous School Day.

The following list is a summarization of the returns: "The Continuous School Day working but other systems would." 3 reports that the Continuous School Day is hurting the 10th and 11th grades. 9 comments suggested that the Continuous School Day is effective. We had 1 comment saying that it was better than last year. 3 commented that they had the opportunity to change anything. 5 stated that the whole department was involved in change. 4 teachers had personal gripes toward the system.

The single most negative item mentioned was in the area of attendance. 10 comments were made that attendance seems poor and 7 pointed out that more force was needed in discipline. "Morning announcements," "lack of labs," were mentioned in 3 comments. "Students not ready to learn was mentioned 5 times and "make-up work time needed," mentioned 6 times. At the end of this survey what I attempted to do was to list all of the negative statements that were listed in the first survey. The plan was then to have the teachers list from 1 to 20, 1 being the biggest problem during the school year and the 20th being the least problem of the school year. In other words, place in rank order, 1-20 inclusive. We issued this set to the faculty, asking them to think back to 1970-1971 first. They did not know that a similar set would be given to them requesting the same information for 1971-1972. A copy is enclosed.

After the surveys were collected for 1970-1971, a week-end transpired and the same sets were issued to the same teachers, but the information was asked in relationship to 1971-1972. Charts 1, 2 & 3 show the material collected.

In summary, the material points out that "attendance" (item #10) appears 24 times for the school year 1970-1971, and 31 times for the 1971-1972 school year. One must assume that attendance is a real problem and not necessarily brought about by the Continuous School Day. It must be pointed out also that the Administrative Council and the Teacher's Association both have made several suggestions to improve this situation and a committee has been formulated.

SURVEY CONCERNING NEGATIVE ASPECTS OF THE 1971-1972 SCHOOL YEAR--2

Item 15, "the school being too large", was the second highest item in the 1970-1971 survey, but only one selected it as their first choice for the 1971-1972 school year.

We could assume at this point that the school has been brought closer in line to the "school within a school" concept because of the Continuous School Day. "Students not ready to learn," "class size still too large," and "too much cutting," increased from 3 to 4 in the number of persons concerned. The least areas of concern in both surveys were "other." When listing "other," very little was specifically mentioned outside of the word, "other." "Morning announcements" were second least important in the 1971-1972 survey.

It is very interesting to note that if one looks at Chart 3, one would note that teachers have pointed out 17 times the same problem for 1970-1971, 1971-1972, that being "attendance seems poor." Other similar concerns of prime importance, in rank order for 1970-1971, 1971-1972, were: "Workshops," "other," "school too large," "too much cutting," and "lack of outside student activities." Those listed as the least problem were "other" with 13, "morning announcements" with 5, "no support from Administrators" with 3, and 1 each for "lack of better grades on the part of the students," "Attendance system," "do not feel involved," "restrictive curriculum," "school too large," and "students disrespectful."

THE FOLLOWING IS A COPY OF THE SURVEY:

"AS PART OF THE STATE REPORT, WE WOULD LIKE YOU TO RATE THE FOLLOWING AREAS IN TERMS OF PROBLEM IMPORTANCE DURING THIS YEAR, PUTTING THE NUMBER "1" AS THE BIGGEST PROBLEM DURING THE SCHOOL YEAR 1971-1972, AND THE NUMBER "20" AS THE LEAST PROBLEM."
(1970-1971)
(TWO SEPARATE SURVEYS)

- 1: Morning Announcement
- 2: Lack of better grades on the part of the students
- 3: Workshops
- 4: Detention System
- 5: Lack of Morale
- 6: Lack of make-up work
- 7: Students not ready to learn
- 8: Other
- 9: Lack of opportunity to change rules
- 10: Attendance seems poor
- 11: No support from administration
- 12: Don't feel involved
- 13: Class size still too large
- 14: Restrictive curriculum
- 15: School too large
- 16: Too much cutting
- 17: Students not involved
- 18: Lack of outside student activities
- 19: Students disrespectful
- 20: Attendance taking not accurate

Comparisons of First Choice
and Twentieth Choice

	1st Choice	20th Choice	1st Choice	20th Choice
1. Morning Announcement	0	17	0	12
2. Lack of better grades on the part of the students	0	1	1	2
3. Workshops	1	1	0	0
4. Detention System	0	1	2	1
5. Lack of Morale	1	0	2	0
6. Lack of Make-up Work	1	0	0	2
7. Students not ready to learn	3	0	2	0
8. Other	3	17	0	18
9. Lack of opportunity to change rules	0	0	0	1
10. Attendance seems poor	24	0	31	1
11. No support from administration	1	3	5	7
12. Don't feel involved	0	0	0	0
13. Class size still too large	3	0	0	2
14. Restrictive curriculum	1	2	0	6
15. School too large	8	3	1	3
16. Too much cutting	3	0	4	0
17. Students not involved	1	0	0	0
18. Lack of outside stu- dent activities	1	2	1	0
19. Students disrespectful	0	4	0	3
20. Attendance taking not accurate	1	1	4	0

Chart 2

Comparisons

Teacher Code	1970-1971		1971-1972	
	1st Choice	20th Choice	1st Choice	20th Choice
G1	8	11	10	8
G2	10	19	10	1
G3	8	19	0	3-14-19
G4	20	10	10	0
B1	11	1	10	1
B2	11	8	10	8
B3	10	8	14	1
B4	8	15	3	15
B5	11	1	5	1
B6	16	0	15	1
B7	10	0	10	1
B8	10	11	8	1
E1	10	11		
E2	10	9	15	12
E3	10	1		
E4	7	11	10	11
E5	10	14	10	19
E6	10	14	10	8
E7	10	19	10	19
E8	10	1		
E9	10	1		
E10	10	8		
E11	10	13	2	1
E12	10	8	10	8
IA1	7	11	15	8
IA2	18	1	7	1
IA3	18	6	18	15
IA4	16	1		
M1	10	14	20	17
M2	10	14	10	18
M3	3	14	2	14
M4	10	8	15	8
M5	10	15	10	14
M6	10	8	10	8
M7	15	8	15	8
M8	10	8	10	8
M9	4	1	10	1
A-90	10	8	10	8
A-91	8	11	15	8
A-92	10	8	2	8
A-93	20	1	15	1
A-94	20	8	10	8
A-95	10	12	10	12
A-96	10	11	7	11
A-97	10	8		
A-98	8	15	6	12
A-99	10	2	7	20

Chart 2 (cont.)

Comparisons

Teacher Code	1970-1971		1971-1972	
	1st Choice	20th Choice	1st Choice	20th Choice
S1	0	14	2	18
S2	10	1	15	18
S3	10	1	8	1
S4	3	1	3	1
S5	11	8	13	8
S6	4	2	16	2
S7	5	8	15	8
S8	16	8	10	8
S9	16	8	16	1
FL1	5	13	10	1
FL2	10	4	10	4
FL3	20	8	12	19
FL4	11	6	11	15
FL5	10	8	10	8

Chart 3 Similarities

G1- not similar	#20 not similar
G2-#1 similar	#20 similar
G3-#1 Not similar	
G4- not similar	
B1-#1 not similar	#20 similar
B2-#1 not similar	#20 similar
B3- not similar	
B4- both similar	
B5-#1 not similar	#20 similar
B6-#1 similar	#20 not similar
B7-#1 similar	#20 not similar
B8- not similar	
E1- not similar	
E2- not similar	
E3- not similar	
E4-#1 not similar	#20 similar
E5-#1 similar	#20 not similar
E6-#1 similar	#20 not similar
E7- both similar	
E8- not similar	
E9- not similar	
E10- not similar	
E11- not similar	
E12- both similar	
IA1- not similar	
IA2-#1 not similar	#20 similar
IA3-#1 similar	#20 not similar
IA4- not similar	
M1- not similar	
M2-#1 similar	#20 not similar
M3-#1 not similar	#20 similar
M4-#1 not similar	#20 similar
M5-#1 similar	#20 not similar
M6- both similar	
M7- both similar	
M8- both similar	
M9-#1 not similar	#20 similar
A-90- both similar	
A-91- not similar	
A-92-#1 not similar	#20 similar
A-93-#1 not similar	#20 similar
A-94-#1 not similar	#20 similar
A-95- both similar	
A-96-#1 not similar	#20 similar
A-97- not similar	
A-98- not similar	
A-99- not similar	

Summary

#1 Similarities

Similar-24
not similar-49
difference-25

#20 Similarities

Similar-13
not similar-8
difference-7

TEACHER ATTENDANCE

Teachers at Tewksbury Memorial High School were placed on four shifts. Shift one began at 7:15 A.M. and ended at 1:40 P.M. Shift two began at 9:30 A.M. and ended at 3:45 P.M.. Shift three is from 11:00 A.M. to 5:10 P.M., and then there was an odd shift of approximately 8:45 A.M. to 3:03 P.M.

It was suggested by the English Department Chairman that we study the attendance records of our teachers to see if there was any noticeable change in the total attendance for 1970-1971, as compared to the total attendance for 1971-1972.

In other words, would the Continuous School Day bring about any differences in teacher's attendance. The following chart depicts the attendance pattern of those teachers who were here last year, (1970-1971) as compared to this year, (1971-1972).

	<u>No. of Days Absent</u>			<u>Less Absences</u>
	<u>Both</u>	<u>(1970-1971)</u>	<u>(1971-1972)</u>	
7:15-1:40	13	51	36	-15
9:30-3:45	26	59	56	-03
8:45-3:03	7	28	12	-16
11:00-5:10	10	39	26	-13
MID YEAR	56	177	130	-47

In summary then, the total days absence for the first half of the year was 177. Over a comparable period of time it was 130 in 1971-1972. (47 days less absence.)

STUDENT NURSING AND STUDENT TEACHING PROGRAMS

We were committed this year to investigating off-campus activities for our students. We felt that it was wise to start in a small way, and to gather information as to the success or failure of these programs.

We began with a student teaching program. This program offered 2½ academic credits. Approximately 20 students would establish a one to one, or two to one tutorial relationship with perceptually handicapped children on the elementary level. We were attempting to give our students first-hand knowledge of classroom procedure, as well as establishing them as a model for elementary students.

It was quite evident at the outset, that the student teacher was very patient, and in many cases, very effective with the handicapped children. One of the drawbacks of our program seemed to be the absentee rate of some of our students. Students were scheduled one hour and forty-five minute periods, twice a week. A high school faculty member was assigned to them to help with any particular problems. If a student was absent during the day, he was not allowed to participate. Two students dropped the program because of their high rate of absenteeism. Some of the classroom teachers did show some negative attitudes toward the student teachers. This became another problem. The program, we feel, has been successful, even with these minor problems.

STUDENT NURSING AND STUDENT TEACHING PROGRAMS--2

A similar program in student nursing began the second semester. The problem of attendance was evidenced to a lesser degree and the program required the student to be in the local hospital one day a week. Students were given lectures about diseases and patient care. There were 18 girls and 2 boys in this program. They were given some assistance in learning some medical technology skills. The students wanted to do more than the role ascribed to them.

The two programs seemed generally accepted and successful. We are looking into expanding the program in the coming school year. We feel that both programs have introduced off-campus activities to Tewksbury.

ROOM AVAILABILITY

During the 1970-1971 school year, Tewksbury Memorial High School had a starting time of 7:30 A.M. and ended at 2:00 P.M. The periods were of approximately 45 minute duration. Three lunches took place in approximately 80 minutes time. There was a total enrollment of 1260. Excluding the cafeteria, the auditorium, library, band room and gymnasium as teaching areas, 41 rooms were available per period. Throughout the 7 period day there were approximately 287 rooms available (7 x 41) for 285 classes. The auditorium stage was used for two specific classes. During period 5 there were 3 rooms available. Period 7 there was one room available.

In 1971-1972 we took two rooms from the 41 previously mentioned and transformed them into a Guidance Resource Center and an English Resource Center. The school day began at 7:30 A.M. and ended at 4:59 P.M. A double overlap, or "Continuous School Day" was put into operation. Periods 1-6 the seniors were brought in, periods 4-10 the juniors were brought in and periods 7-13 the sophomores were brought in, and the length of the periods were approximately 41-42 minutes.

Classes increased from a total of 285 to a total of 299. Periods 1-3 and periods 11-13 understandably ran from 27-34 rooms available. It should be noted here that the Seniors were in the building alone periods 1-3 and the sophomores were in the building alone periods 11-13. Period 8 is our most saturated period and still 3 rooms are available. Period 9 is our least saturated, at which time 14 rooms are available.

In conclusion, then, it should be noted that the Continuous School Day has brought about a decrease in the number of actual rooms to be used from 41 to 39, because of the introduction of two new Resource Centers. The number of classes per period has increased from 285 to 299 and yet the 7 periods (4-10) during the time 2 classes are in attendance, there is an average room availability of 8.4 rooms. The traditional 7 period day during 1970-1971 had a .68-of 1% room availability during the day.

The Continuous School Day, therefore, has increased our room availability which has allowed us to expand our program.

CONTINUOUS SCHOOL DAY SURVEY

April 11th was a very difficult day for the faculty at Tewksbury Memorial High School, for it was upon that day that grades for the end of the 3rd marking period were due in the office. It was the day after material concerning next year's teacher assignments and student schedules were requested to be turned in and, unfortunately at the time, it was the day in which negative material was relayed to the faculty concerning rules and regulations that must be lived up to.

It was on that day that I felt it would be wise to issue a Continuous School Day evaluation sheet. As the Continuous School Day sheets were to be returned on this, of all days, it was my feeling that the materials would be somewhat valid. Questions can be raised as to the authenticity of the responses, but be that as it may, the material on the following pages points out the responses of the teaching staff to the survey questionnaire.

It must be pointed out that the highest response to the descriptive word check list was 104 who were "satisfied." The next highest response was to the word "pleased," in which 66 pointed out that they were pleased. 53 pointed out that they were "contented." The next highest response was to the word "successful," of which 51 felt that the program was successful.

The first negative word that solicited a high response was the word "bored" of which 49 felt in a "bored" state. The reader should look over the materials and draw his own conclusions.

I must point out that we did not list the statements made by the students who participated in the survey, the main reason being that a very limited number actually listed answers to the questions and those that did seemed to represent the statements made by the teachers.

CONTINUOUS SCHOOL DAY EVALUATION

Students

THE TOTAL NUMBER OF STUDENTS SURVEYED WAS 352 OUT OF 1350.
(129 SENIORS, 167 JUNIORS and 56 SOPHOMORES.)

A RESPONSE CONSIDERED POSITIVE IN THIS SURVEY, MEANS THAT THE EVALUATOR CHECKED ALL POSITIVE STATEMENTS AND TOTALLED THEM.

A RESPONSE CONSIDERED NEGATIVE IN THIS SURVEY, MEANS THAT THE EVALUATOR CHECKED ALL NEGATIVE STATEMENTS AND TOTALLED THEM.

A RESPONSE CONSIDERED NEUTRAL IN THIS SURVEY, MEANS THAT THE EVALUATOR CHECKED SOME STATEMENTS THAT WERE POSITIVE AND SOME STATEMENTS THAT WERE NEGATIVE.

THE FOLLOWING WERE THE RESULTS OF THE ENTIRE SURVEY:

1. Check all of the words in the following list that describe your feelings at this point from the Continuous School Day program:
(Write in other words as appropriate.)

8	Angry	35	Annoyed	10	Anxious	49	Bored
24	Confident	27	Confused	53	Contented	17	Depressed
27	Discouraged	27	Elated	27	Exhausted	24	Frustrated
38	Happy	41	Hopeful	36	Interested	13	Joyful
13	Motivated	39	Optimistic	11	Pessimistic	66	Pleased
104	Satisfied	13	Stimulated	51	Successful	6	Threatened
16	Troubled	9	Worried				

"All Right" (1) "Don't Mind" (1) "Feeling of Participation" (1)
"Dissatisfied" (1) "Indifferent" (1) "Apathetic" (1) "Efficient" (1)
"Good" (1) "Hateful" (1) "Needed" (1) "Tired" (1)

SURVEY COMPILED FROM RESPONSE OF SENIORS:

25 Positive Sheets	(129 Statements)
3 Negative Sheets	(7 Statements)
14 Neutral Sheets	(56 Positive Statements)
	34 Negative Statements

SURVEY COMPILED FROM RESPONSE OF JUNIORS:

39 Positive Sheets	(167 Statements)
13 Negative Sheets	(50 Statements)
28 Neutral Sheets	(70 Positive Statements)
	59 Negative Statements

SURVEY COMPILED FROM RESPONSE OF SOPHOMORES:

16 Positive Sheets	(56 Statements)
13 Negative Sheets	(64 Statements)
20 Neutral Sheets	(38 Positive Statements)
	36 Negative Statements

CONTINUOUS SCHOOL DAY
Feedback Sheet

Department Chairman

Teacher

Student

Parent

Other

(Circle One)

Date _____

1. Check all of the words in the following list that describe your feelings at this point from the Continuous School Day program:
(Write in other words as appropriate.)

☐ Angry	☐ Annoyed	☐ Anxious	☐ Bored
☐ Confident	☐ Confused	☐ Contented	☐ Depressed
☐ Discouraged	☐ Elated	☐ Exhausted	☐ Frustrated
☐ Happy	☐ Hopeful	☐ Interested	☐ Joyful
☐ Motivated	☐ Optimistic	☐ Pessimistic	☐ Pleased
☐ Satisfied	☐ Stimulated	☐ Successful	☐ Threatened
☐ Troubled	☐ Worried		

58 Replies

243 Comments

POSITIVE SHEETS

18 Replies

96 Comments

Confident	12	Stimulated	07
Happy	5	Contented	5
Motivated	10	Interested	13
Satisfied	12	Successful	7
Hopeful	6	Joyful	1
Optimistic	12	Pleased	6

NEGATIVE SHEETS

13 Replies

51 Comments

Angry	2	Anxious	22
Discouraged	9	Exhausted	4
Troubled	7	Pessimistic	3
Annoyed	7	Depressed	2
Confused	4	Frustrated	8
Worried	2	Neutral	1

NEUTRAL SHEETS

27 Replies

96 Comments

POSITIVE COMMENTS

Confident	1
Happy	1
Motivated	2
Satisfied	1
Hopeful	16
Optimistic	7
Stimulated	1
Interested	16
Successful	1
Pleased	1

NEGATIVE COMMENTS

Discouraged	4
Troubled	3
Annoyed	5
Confused	7
Worried	3
Anxious	3
Exhausted	2
Pessimistic	3
Frustrated	17
Indifferent	1

QUESTION 2

2. What have been the most useful parts of the Continuous School Day Program for you?

POSITIVE SHEET:

"Less students in the building at any one time." (5)
"Students seem happier, especially seniors."
"Seniors seem motivated, do not waste time in needless studies."
"Smaller labs."
"Room availability."
"Resource Center."
"Flexibility for scheduling." (2)
"I feel that the innovations this year have generally made me more interested, more motivated and more pleasant as a teacher. I am happy to be working in this system."
"Class size."
"Better selection of courses." (2)
"No changes necessary from my own point of view."
"Allowing me to work a second job."
"Extra time before classes to prepare things that would ordinarily have to be done at the end of the day when I would be tired and ready to go home. My free period affords me an opportunity to interact with students in an atmosphere different from that of just teacher-students, but, also interested student & listener, etc."

NEGATIVE SHEET:

"Apparently it has resulted in smaller classes, which I feel is one of the few advantages." (3)
"Do not regard it as working, would rather not see it at all. Lack of communication among administrators, teachers & parents & students is major problem if this policy is to continue."
"Courses." (2)
?
"Third shift enables me to do a lot more preparation before my classes begin."
"None. I prefer a regular day. Activities & sports are difficult to schedule."
"3 schedules give extra time before--after school for make-up work or helping students. However, I think this would be true on a regular schedule."
"Nothing pro--some con--reduced time hurts."

NEUTRAL SHEET:

"Flexibility of time schedule to work with students."
"Smaller classes."
"Ability to adjust time to meet needs of students, particularly in working with Seniors."
"Crowding is kept to a minimum."
"New Courses."
"Classroom size."
"Smaller classes, students like to be out of school early."
"Time afforded to prepare work and/or help students with make-up."
"It alleviated the crowded conditions of the school."
"Smaller class size, more course offerings."
"Relief of crowding most of the day. Study halls better in commons."

QUESTION 2--2

NEUTRAL SHEET:--2

- "Halls are not congested." (2)
- "The extension and addition of courses and curriculum."
- "Smaller class size, more course offerings, greater time blocks for extra student help."
- "Flexibility." (2)
- "The foundation of the English Dept. Resource Center." (2)
- "Opportunity to see students before and after their scheduled day."
- "Later starting time."
- "Release from such babysitting duties as study halls."
- "Greater latitude in subjects offered."
- "Nothing in particular."
- "Room availability, curriculum expansion."

QUESTION 3

- 3: If you could change this program in order to make it more useful for students, what change(s) would you make?

POSITIVE SHEETS:

- "Sophomores not happy with their shift, do not know what to recommend."
"More courses and/or teachers to make better use of the entire day in certain department, that one not being put to full use."
"Better arrangement for athletics, study halls should be re-examined."
"Longer classes, more open lab situations, little more control for mini-courses."
"None."
"Transportation seems main problem in that students can join in activities offered in time slots different from their schedule."
"Jr. schedule seems too tight. Gyn, commons & lab courses makes real choice of courses difficult."
"A universal free period for all activities for all students."
"More facilities for students who have to be in the building when their shift is not meeting."
"Try to cut down on class size. Classes of 31 make it impossible to have completely individual approach."
"Perhaps have resource centers for every department, which I feel are of tremendous nature both to students and teachers, whether for extra help, conference, enrichment, etc."
"Set up some time for extra help for the students. It is difficult during the continuous school day to arrange some time for the student and teacher to meet."
"Closer integration of classes so that sophomores could benefit by the maturity of seniors. Perhaps have one period when all three classes are in school."
"Completely voluntary attendance might be a possibility, although problem of students not possessing enough maturity to handle this."
"Any way of leaving--some students leave before 5 P.M. More assimilation with other classes."
"Announcements louder and clearer, and not until students are in homeroom. Often they are made while students are still in the halls."
"Would suggest scheduling subjects 4 times a week for longer periods (45 min)? and more flexibility in students & teacher's schedules. (for other school activities.)"

NEGATIVE SHEETS:

- "Increase passing time between classes."
"Hire an attendance clerk."
"Per student costs."
"Study halls should be reinstated."
"Make detention worthwhile."
"Give students more of an opportunity to work together--develop school spirit."
"Get them to school & classes."
"Rotation of classes. 11th & 12th & 13th period classes suffer because of the constant lateness of their classes--forgotten everything they've studied by class time. Usually exhausted & not alert."
"Workshop days should involve classes as a whole--not split into 10-11-12."
"Make-up time has to be built into schedule."
"Drop one period--make classes longer (12 period day instead of 13)"

QUESTION 3--2

NEGATIVE SHEETS:--2 Continued

"Even if schedules have to be extended, homerooms that are truly homerooms might help order and give identity to confused students. If everyone did the jobs they are supposed to do, the "CSD" would be at least a little less chaotic. Attendance should be checked consistently, and infractions of rules punished promptly, or else, let's have open campus so that roaming people (and noise) in halls could at least be cut down because they could leave."

"If 1st or last or 1st & 2nd are study, permit to leave or come in late."

NEUTRAL SHEETS:

"Better integration of classes to stimulate school spirit."

"Longer passing time between classes, allow student to leave if last period is a study hall; longer periods; curb absenteeism and cutting of classes."

"It would be of benefit to sophomores, jrs., and seniors to have an opportunity to work together and thereby create a more unified school spirit."

"Make the scheduling more useful to more of the students, many have trouble taking what they want--all the same time."

"A more direct way of communication with administration --make workshop more meaningful."

"Some other way of conducting workshop days. High absenteeism on these days."

"Return of unrestricted use of free time. (Open campus)."

"It does not work for the sophomore group."

"No suggestions."

"Independent study and more open campus."

"Provide an activity period for all students of each grade level, so that they may take part in extra curricular activities as a group."

"Drop study halls & common joint approval."

"Tighter corridor control & attendance procedures."

"Accessibility of office, administration, guidance sources until the end of the day--sometimes the sophomores feel that they are the remnants."

"Make sure that the guidance, library & medical services were available to the very end of the day. The workshop days should be somehow changed so that they are worthwhile school days for both teachers & students. Perhaps fewer workshop days on which no school was held would be more beneficial."

"The students have every advantage--changes will not improve "usefulness" to them. The only drawback may be in the area of an all "school spirit" which is hampered by the 3 different time slots. Only the old one-session day might bring this altogether."

"Provision of time when students and/or representatives from different grade levels could meet to interact--to identify with the school."

"Do something about the attendance policy--either abolish compulsory attendance or enforce current policy. Don't require students to take courses in their senior year they are not required to pass to graduate."

"Tighten up course requirements to raise standards. Develop independent study programs for responsible students."

"Have some time in each session schedule when almost everyone, teachers and students, are free for consultation, special help, just plain talking."

QUESTION 4

4. If you could change this program in order to make it more useful for parents, what change(s) would you make?

POSITIVE SHEETS:

"The late shift is a problem to some parents, but they refuse the new school ideas."
"Attendance officer. School open 2 nights a week for conferences."
"Find some plan to make parents more concerned."
"Allow students to choose classes outside their time schedule."
"Having parents being more aware of their child's progress."
"Open the school up at night and on weekends."
"Somehow make parents more aware of what is going on here."
"Better publicized PTA meetings. They seem to be unsuccessful."
"Because no-one ever knows when PTA meeting are. Perhaps large, eye-catching article in newspaper and also flyers sent to parents."

NEGATIVE SHEETS:

"Hire an attendance officer."
"Times they have to send students to school."
"Make them aware of whats going on."
"Volunteer teacher-aides might be invited into the school to help keep order, etc., and this might give the community knowledge of their high school."
"Change the workshop times rather than student schedule."

NEUTRAL SHEETS:

"Open house should only be held after report cards are issued & better methods of publicizing them. Ex: newspapers, ads."
"Afternoon coffee hours."
"Make it possible for members of a family to attend classes at the same time."
"More parental contact."
"Keep parents informed & keep communication open if possible."
"Why change it for them, they don't care."
"In the face of their disinterest, not much."
"Informing parents of discipline & attendance problems immediately."
"Closer communication with parents on matters of attendance & grades would be more useful."
"As theory, this is a commendable idea. However, I am somewhat suspicious that this can be done in a town which reveals so much apathy."
"I don't understand this question."
"I'm not sensitive to their particular needs."

QUESTION 5

5. If you could change this program in order to make it more useful for teachers, what change(s) would you make?

POSITIVE SHEETS:

"More accurate attendance lists. More help in the office on attendance."
"Better system of attendance. Homeroom periods at beginning of each shift allowing teachers to find people who are cutting classes."
"Time for meetings. Better way of taking attendance when students arrive rather than several periods later."
"Schedule 2 classes then space, etc., 4 classes in a row is a no good."
"Allow more flexible scheduling rather than 3 definite time slots."
"Add social studies resource center, much more strict control of attendance."
"Allow teachers to start at different times for even more flexibility."
"A rotating sophomore class schedule so that 13th period would be a different class."
"Have periods when teachers from all the shifts could meet & discuss their work and problems."
"If possible have homeroom at the beginning of each students day-- get attendance sheets out 1st, 4th, & 7th periods (this may not be possible.)"
"Better means of communication between teachers, even at orientation at beginning of year, to have everyone introduce themselves. No one in the 3rd shift knows anyone in the first, etc. Also, better communication between teachers & administration on daily matters. We seem to be kept in the dark on many matters, often times students will tell me things before I hear them. But, basically, I mean about different things that are going on during the day & at night and to be notified of important events; e.g., Open House, in advance."

NEGATIVE SHEETS:

"Hire an attendance officer."
"Equal duties (class size) for teachers (study size)."
"No more workshops as they are set up now, the mornings are a waste of time."
"Everyone must be aware of everyone else; don't judge. Be understanding of the conditions under which teachers work, such as workshop days. Understanding by administrators of the classroom teacher's problems is needed."
"more follow-up on absenteeism. More communication between administration & teachers."
"Workshop day step up should be according to period, not classes. Freedom in commons makes cutting class too easy. Sophomore class is detached too much from rest of school. Too little time to think. Couldn't recommend this program, very frankly."
"On workshop days attendance is spotty. No mixed classes when possible. Also, the teacher-counselling period should be just that--students & teachers should be scheduled at a time when they both can meet (in other words on the same schedule.) Homeroom should be scheduled in the Fall. Lunch should be scheduled according to shift, not at beginning or end. Some people have no lunch period. General teacher meetings should be held at least once a month. At least problems would get aired."
"Changes to students would also help teachers."
"Allow teachers mini-courses if enough interest. Get aids to handle paper work & assign another period. However, this is negotiable."

QUESTION--5 Continued

NEGATIVE SHEET: Continued

"If you could change this program to make it more useful for teachers, what changes would you make?"

NEUTRAL SHEETS:

"Better co-operation & understanding from everyone connected with students."

"Longer passing time between classes; longer periods; curb absenteeism and cutting of classes."

"Develop a program where teachers on all shifts get to know each others needs."

"Somehow give the teacher more time free when his students are here for make-up or extra help situations."

"Clamp down on attendance."

"Longer periods."

"Return to old system."

"If it is at all possible, less interruptions of daily classes."

"Eliminate late afternoon classes so teachers may take late afternoon graduate courses."

"Do away with cafe duty study halls."

"It appears that the English Department is doing administrative tasks. If we had an administrator for attendance, the english teachers may be less burdened."

"Better attendance checks & discipline on part of office and administration."

"Homeroom procedures seem weak."

"Close check on attendance and discipline problems, particularly soph. class where most occur."

"A better check on tardies and cuts and punishment for same."

"Attendance and keeping track of students seems the biggest problem."

"Its too time consuming. If school & class attendance is to be enforced, 3 men on discipline are needed to tighten things among the administrators, teachers & students. Then its "Shape up or ship out" if they haven't the maturity, etc. to handle freedom without abuse."

"Provision of more free time for helping students on an individual basis. Hiring more teachers and limiting class sizes & loads."

"Time when faculty could meet as a group. Better communication between teachers & administration."

"I would like to see less noise and chaos in the hall at the end of the day, period 12 & 13, due to wandering athletes, cheer leaders, seniors, etc."

6. If you could change this program in order to make it more useful for administrators, what change(s) would you make?

POSITIVE SHEETS:

"More help needed in the office, one more person anyway."
"Better way of taking attendance to check on absentees or those who skip school."
"Hire additional staff, find new computer service without EOB--continued foul-ups. Arena scheduling?"
"Have someone checking attendance full time--attendance is the biggest school problem."
"Be more inclined to drop a student who has no interest in school. This would help both in disciplinary and academic areas. Sophomores need more contact with seniors, necessary for maturing process."
"Calling in by teachers of illegal absences. (might be more efficient.)"
"On the basis of limited observation it would seem that while congestion has been arrested, and the total atmosphere has taken a more positive turn, the real value of this program doesn't seem to have payed out. It seems that as restrictions & controls have been relaxed, so has student interest, attendance & Participation. Perhaps this is also true of staff attitudes as well, I don't know. One would hope that by bringing students, parents, teachers & administrators into regular "workshops", scheduled at regular and not too distantly-spaced time periods (one a month or 6 weeks) that a complete & explicit appreciation of the goals of this program could be arrived at. This, together with an awareness & understanding of the problems inherent in a program of this nature ought to be common to all parties involved."

NEGATIVE SHEETS:

"Receive attendance sheets earlier in the afternoon. Be more realistic about filing time."
"Hire outside personnel to handle such matters as attendance."
"Students are abusing attendance. Administrators should set us consistent rules and follow them. Attendance is reflecting 100% on the students grades."
"A separate attendance officer might free the administrators from the red tape and trouble of keeping up with cutting."
"Get them on the absence & cut program instead of a hot & cold program. I realize additional help is necessary, but tired of on again--off again directives."

NEUTRAL SHEETS:

"Simplicity is the keynote!" Programming should take more time & done on an individual basis, by a class--not all at once."
"Easy does it!!! More time for programming."
"Assign administrators to set time schedule to afford teachers with opportunity of a uniform system. (do not alternate shifts etc.)"
"Paraprofessionals--assistance is needed, especially on the area of discipline, attendance, etc."
"Uniform policy of back-up at top concerning problem of absenteeism which pervades all areas. Student, parents, teachers, etc. Similar uniformity in marked areas of discipline problems, cross shift problems handled here."
"Employ a full time truant officer and another to patrol corridors."
"Student "cuts" must be eliminated."
"Additional administrators should be added for the various duties."
"It appears as if there is a lack of communication between the three sections of the school. There needs to be a better method of getting

QUESTION 6--2

NEUTRAL SHEETS: Continued

All things together. Announcements at noon are almost useless, due to noise in corridors."

"Regardless of what program is followed, there should be an agreement--one mind--on basic philosophy, goals and their implementation."

"More cooperation from a few teachers. Provision of time to construct a unified policy, which will eliminate confusion, frustration, etc."

"Why don't you ask them?"

"Not sure what to suggest, but something should be done to make attendance problems easier to handle more effectively."

"We need a tighter control of student movement throughout the building all day. We need corridor patrol, locked doors, desks, etc. We need a constant close check on absentees and a strictly enforced policy regarding required minimal attendance. Student late passes should be picked up and checked at the end of each day."

SUMMARY STATEMENT

The pages you have read have given you some ideas as to some of the bright spots and some of the problems that the Continuous School Day may bring about. Our original intent, as far as we are concerned, has been fulfilled, that being, having the room availability so that we could advance our curriculum.

We plan in the year to come to expand more of our time toward independent study. We have made a room available for open lab. We hope that this did bring about more research and development on the parts of involved students. We plan on advancing our career program. The fields of Distributive Education and Transcription will be introduced.

We hope that we can encourage more community participation in the overall operation of the school.

Respectfully submitted,

William J. DeGregorio
Assistant Principal
Curriculum Coordinator

WJDeG:cr